

Skip to My Lou



Flies in the but-ter-milk, shoo fly, shoo! Flies in the but-ter-milk, shoo fly, shoo!



Flies in the but-ter-milk, shoo fly, shoo! Skip to my Lou my dar - ling.



Loo, loo, skip to my loo. Loo, loo, skip to my loo.



Loo, loo, skip to my loo. Skip to my loo my dar - ling.

Sandy Land



Make my liv-in' in sand - y land, Make my liv-in' in sand - y land,



Make my liv-in' in sand - y land, La - dies fare you well.

SKIP TO MY LOU

SINGING

Sing the song like this:

Loo, loo Skip to my Lou

Loo, loo Skip to my Lou

Loo, loo Skip to my Lou

SKIP TO MY LOU MY DARLING (clap hands on this part to the rhythm of the words)

Walk and sing the song, turning on the phrases, stopping on the last phrase and clapping the rhythm. Put the clapped rhythm in your feet. Put the clapped rhythm in a finger snap. Put the clapped rhythm in a knee-knock. Where else might the clapped rhythm be put?

Skip and sing the song, doing the above.

PLAYING

Divide the class into groups and pass out classroom instruments to each group. Have each group work with the instruments to create rhythmic interpretations of the song.

Example: First phrase, sticks, drums

Second phrase, bells, triangles

Third phrase, tambourines

Fourth phrase, All together

CREATING

Add movement to the song. Students get in circles of about 5. Move in a circle and change directions with each phrase, stopping on the last one and adding the clapped rhythm. How else might the song suggest ways to move, creating an interesting pattern?

LISTENING

Add an instrumental accompaniment to the movement activity. Discuss with students their likes and dislikes and what could be added, deleted, or repeated. Using body movements, singing voices, and instruments, have students discuss musical elements such as dynamics, timbre, melody and rhythm.

CURRICULUM INTEGRATION (Patterns)

Students sit in a circle so all can be seen. Students need to be able to identify all in the class by name. First, three names are put in the song and all students clap and sing the last phrase together.

“Hi, Sue, I see you

Hi, Todd, I see you

Hi, Elaine, I see you

SKIP TO MY LOU MY DARLING.

The teacher takes many turns being the leader, getting the students comfortable singing the different names. (This is a good game by itself.)

Next, the three students whose names are put into the song, change seats on the last clapped phrase of the song. (This is a good game by itself, too!)

The leader then decides on a pattern common among the students named such as three students with brown shoes or three students with stripes on their shirts. As the clapped phrase is sung, these students change seats and the leader takes one of the seats. This leaves a student without a seat and this student becomes the new leader. The new leader chooses a new pattern and the song begins with three new names of students.